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ABSTRACT

Reflecting the concerns of the National Advisory Council on Indian Education (NACIE) regarding issues that improve and promote American Indian and Alaska Native self-determination as mandated by the Indian Self-Determination and Educational Assistance Act, this annual report documents NACIE's 1976 activities and presents NACIE's 1976 recommendations and resolutions. Describing major meetings (held in Nevada, Maryland, Virginia, Wisconsin, Washington, D.C., and North Carolina), this report indicates that during 1976 the Council also recommended re: Title IV program applications; recommended nominees to the U.S. Commissioner of Education for the position of Deputy Commissioner of the Office of Indian Education (OIE); evaluated the Department of Health, Education, and Welfare programs and projects in which Indian children or adults might be able to participate; and attempted to provide technical assistance to educational agencies and Indian organizations. Among the recommendations presented are: that NACIE request the Congress, OIE, and other Federal agencies to fully review Federal assistance to public education of Indian children; that NACIE seek clarifications in existing legislation (re: a broader description of Indian education; more stress on Indian community control; Indian officers in parent committees; the definition of "Indian"; recognition of the special cultural rights of Indians regarding information dissemination). (JC)

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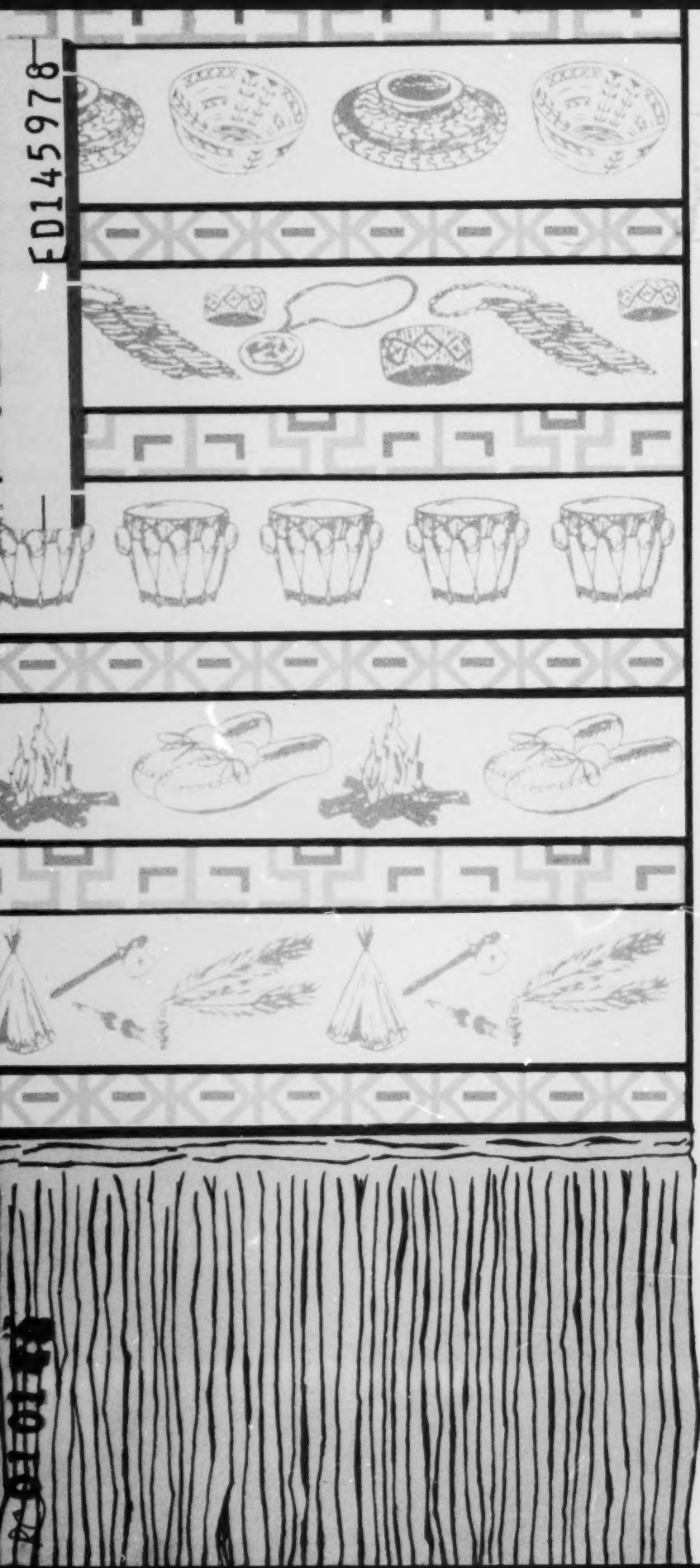

THE FOURTH ANNUAL REPORT TO THE UNITED STATES CONGRESS

National Advisory Council On Indian Education

March 1977

RC 01 01 43

The Fourth Annual Report to the Congress of the United States

AN INDIAN PARENTAL RESPONSIBILITY: The Obligation to Determine an Indian Educational Destiny

MARCH 1977
WASHINGTON, D.C.

National Advisory Council on Indian Education

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I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask that the same law shall work alike on all men.

Let me be a free man - free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself....

Chief Joseph, Nez Perce
January 14, 1879
Addressing a Congressional group
and Cabinet Members

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THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

March 1977

TO THE CONGRESS OF THE UNITED STATES

The National Advisory Council on Indian Education is pleased to submit its Fourth Annual Report to the United States Congress. This report reflects the concerns of the Council regarding issues that improve and promote the implementation of the 1972 Indian Education Act. The statistics cited herein are positive indications that the intent of the Indian Education Act is being realized and gives credence to the wisdom of the United States Congress in passing this legislation.

The National Advisory Council on Indian Education looks forward to a continued positive relationship with the Congress, the President, the Department of Health, Education, and Welfare, the U.S. Office of Education and especially the Office of Indian Education.

THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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FOREWORD

Self-determination for over 760,000 American Indians (1970 U.S. Census) in this country means many things, but one overriding theme has clearly been, "the right to develop an educational destiny for their children." Indian parents, like other parents in this country, have the right to determine, within certain prescribed limits, the educational destiny of their children. This right was addressed by Chief Joseph on January 14, 1879, and illustrates that self-determination never needed to be federally mandated or formulated into a statement of governmental policy in order to be fully realized or to have legal efficacy. Historical evidence has proven that American Indians and Alaska Natives have not been allowed to fully exercise the right of self-determination. To deny any people their right to exist in a way that is consistent and harmonious with their beliefs is to promote racial, political, and cultural genocide. This leads to the establishment of systems to assure that this country does not lose sight of this inalienable right of an individual or groups to determine their own destiny.

For Indian people, the National Advisory Council on Indian Education (NACIE) is one organization that has been established by the Congress to promote and advocate for the right of American Indian and Alaska Native self-determination. The Council is charged with the responsibility of advising the President, the Congress, the

Secretary of the Department of Health, Education, and Welfare, the Assistant Secretary of Education, and the U.S. Commissioner of Education concerning those programs which American Indians and Alaska Natives may benefit. The NACIE acts as a strong advocate at the national level, there is a similar responsibility at the grass roots level. The larger responsibility in determining the educational destiny for American Indians and Alaska Natives lies with each individual, Indian and non-Indian, who is committed to enhancing the education of Indian people.

Therefore, it is essential that the NACIE be kept informed of educational concerns of American Indians and Alaska Natives to enable the Council to translate these activities into recommendations, resolutions, or action items to be forwarded to the appropriate individuals within the legislative and executive branches of the federal government.

The opportunity is currently available to American Indian and Alaska Native parents to establish the educational destiny of their children; however, this attainment can only be fully realized through increased parental involvement in the existing educational system.

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

March 1977

Long has it been a misconception by the larger society that American Indians and Alaska Natives are uninterested in the education of their children. The interest has always been their as witnessed by Plenty-Coups, a Crow chief, who said to the young members of his tribe: "Education is your greatest weapon; without it, you are the white man's victim. With it, you are his equal." The recent focus of attention on education by American Indians and Alaska Natives is no new phenomenon. What is new is that only recently have American Indians and Alaska Natives been directly and actively involved in determining their children's educational destiny.

No all American Indian and Alaska Native parents, however, are fully committed to the notion that going to school brings advantages to all children. Many parents look back on their own, sometimes brief, and unsuccessfuly school experiences, and doubt that school prepares their children for tribal life.

Currently, the education afforded American Indians and Alaska Natives is undergoing intensive review to make it better fulfill the needs of the diverse Indian populations. The Indian Education Act, P.L. 92-318, Title IV, remains the most viable means in making the educational process responsive to local community needs. The education of most American Indian and Alaska Native children, youth, and adults remains based on the traditional models of Anglo American society. The National Advisory Council on Indian Education is committed to the belief that American Indian and Alaska Native students must be educated in the ways of their tribal societies and simultaneously acquire the means to exist in contemporary society with both dignity and pride.

Over the years, American Indian and Alaska Native communities have been seeking a stronger role in their relationships with local, state, and federal educational agencies. It has been difficult, however, for American Indians and Alaska Natives to negotiate with state and federal governments on a basis equal to that enjoyed by other constituencies. American Indians and Alaska Natives know their educational needs, therefore, leadership and the ability to forcefully articulate these needs to those involved in planning educational services must continue to be developed. The philosophical content of American Indian

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and Alaska Native instructional programs must reflect community input and involvement. The National Advisory Council on Indian Education is catalytic to this end.

In the traditional tribal setting, local communities have in the past been the producers of education. They can be again. When the community fosters education, the wisdom, skills, and beauty of its various elements are strengthened and the sacred aspects of American Indian and Alaska Native life can be nourished.

Thomas A. Thompson

Thomas A. Thompson
NACIE Chairperson

INTRODUCTION

The NACIE reviewed the applications for assistance under all parts of the Indian Education Act and fulfilled their statutory responsibility by making recommendations to the U.S. Commissioner of Education on those proposals reviewed.

PART A

In FY'76 Part A, of the Indian Education Act of 1972, awarded 1,094 grants to local educational agencies for the development and implementation of elementary and secondary school programs to meet the special needs of Indian children. The total dollar figure awarded was $31,818,176.17. The states receiving the largest amount of funds were:

-- Oklahoma - 219 projects, $5,335,658.56
-- California - 164 projects, $4,002,460.33
-- Alaska - 46 projects, $3,244,714.78
-- Arizona - 53 projects, $2,591,838.12
-- Michigan - 122 projects, $2,469,810.14

The average award under Part A for FY'76 was $29,000. The largest grant was made to the Gallup-McKinley School District, Gallup, New Mexico, of $811,425 based on a total Indian student population of over 9,000 Indian students out of a total student population of 13,000. The smallest grant award of $540.00 was used to enable Indian children in two California schools to attend field trips of special historical interest concerning Indians.

PART B

Parts B and C of the Indian Education Act, also, awarded nearly $22.6 million to a total of 219 Indian tribes, institutions, organizations, and to institutions of higher education to help meet the special needs of Indians and to provide for the training of Indian educational personnel. These grants, authorized under the Indian Education Act, were made under the Indian controlled school programs, special programs for Indian children and adults, and the educational personnel training program.

A total of 132 grants totaling $15,389,098 were awarded for activities such as bilingual and bicultural education, curriculum development, language development, reading, tutoring, and counseling. The largest grant in this category was $475,000 and will enable the Lac Courte Oreille Chippewa Tribe in Stone Lake, Wisconsin, to offer native language, crafts, and folklore along with the more standard school curriculum. The smallest grant of $20,075, will enable the Quileute Tribe in Washington to revive its native language to develop and publish a Quileute dictionary as well as other classroom materials.

Indian controlled schools on, or near, reservations in 13 States were awarded $3,181,818 for 26 new programs to make school life more rewarding for their students. At the St. Stephens School in Wyoming, for example, the children will have 15 members of the Arapahoe and Shoshone tribes working with teachers to make their native languages, history, and crafts part of their daily classroom

activities. The Navajo Tribe will use funds at their Rough Rock Demonstration School in Arizona to employ tribal consultants to develop bilingual and bicultural courses that can be used by schools on other Indian reservations.

PART C

Some $4 million also has been allocated to meet the educational needs of adult Indians. Sixty-one projects were funded in 27 States. The largest was $158,787 and will continue to fund a program begun last year by the United Indians of All Tribes Foundation in Seattle. It includes employment of American Indian consultants for the development of bilingual and bicultural courses. Also emphasized is education to help Indians adjust to living in urban areas rather than on reservations and the development of materials for remedial teaching to enable students to earn a General Equivalency Diploma (GED). The smallest grant was $15,000 granted to the Yerington Paiute Tribe, in Yerington, Nevada, for students to earn the GED.

FELLOWSHIPS

In FY'76, the U.S. Office of Education (USOE) initiated a fellowship program for American Indians and Alaska Natives. This part of the Indian Education Act was authorized in 1972 and amended in 1974, but funds were not appropriated until this year. The areas of study in which funds were available were medicine, law, engineering,

forestry, business or a field related to one of these professions.

A total of 194 fellowships were awarded totaling $524,506. The recipients represent 44 tribes from 25 States with the average award being $5,000. Thirty-eight of the fellowship recipients were women. There was a total applicant pool of over 800. The fellows were free to select the institutions they wished to attend, but their course work must lead to a professional degree.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

March 1977

The Indian Education Act of 1972, P.L. 92-318, is indisputably landmark legislation for Indian people. The intent of the Act is to fund programs to meet the special educational needs of American Indian and Alaska Native children and adults. In addition, the Act provides a unique opportunity for Indian parents to become involved with their children's education through participation on parent committees.

Perennially, Indian parents have had to accept the educational offerings of the schools their children attended, with little knowledge of how the schools operated. This unawareness has often resulted in well intentioned but ill informed non-Indians directing Indian children through the maze of formal education with little or no advice from Indian parents.

Who best knows the needs of Indian children than Indian parents? Who can best determine those elements of Indian culture to inculcate into the curriculum than Indian parents?

Whether Indian parents choose to exercise the right of determining an educational offering, they must delineate their responsibilities. This is important if they recognize that three basic universals must be emphasized or created in schools serving their children.

What Indian parents should recognize and ensure is:

-- that schools should provide an atmosphere in which Indian children feel comfortable, and provide an opportunity for children to learn in ways that are congruent with the norms they have been taught to value by their parents and tribe(s);

-- that Indian parents need to ensure that schools enhance their children's sense of self-worth and help formulate their educational development; and,

-- that Indian parents need to ensure that schools affirm their children's unique expressions of cultural heritage throughout the total curricular offering of the schools.

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An important point to consider is how does an Indian parent or Indian parent committees adapt the established educational system to make it relevant for their children. One method is to, in some way, gain access to the school system. Indian parent committees are provided this access through the development, implementation and evaluation of the Title IV, Part A grants. A second method is by providing funds for that activity, this is provided through the entitled funds via Title IV, Part A. A third method is through the implementation of the Title IV programs, this is provided through parent committee participation in meetings with school officials and through Indian preference in employment.

The opportunities are provided through the Indian Education Act for Indian parents to have an impact on the American educational system. How effective the intent of the law is carried out is up to Indian parents. It is their obligation to participate in the American educational system to ensure the development of a truly relevant education for their children.

Stuart A. Tonemah
Executive Director,
NACIE

THE AUTHORITY FUNCTIONS OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

The NACIE is authorized to function under the following public laws and amendments. Title IV, Section 442 of the Education Amendments of 1972 (P.L. 92-318) (20 U.S.C. 1221g). The Council is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and of the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix 1) which sets forth standards for the formation and use of advisory committees.

THE STATUTORY RESPONSIBILITIES OF NACIE

The Council shall advise the Congress, the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the U.S. Commissioner of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall:

(1) submit to the Commissioner a list of nominees for the position of Deputy Commissioner of the Office of Indian Education;

(2) advise the Commissioner of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (P.L. 81-874) and Section 810, Title VIII of the Elementary and Secondary Education Act of 1965 (as added by Title IV of P.L. 92-318), and with respect to adequate funding thereof;

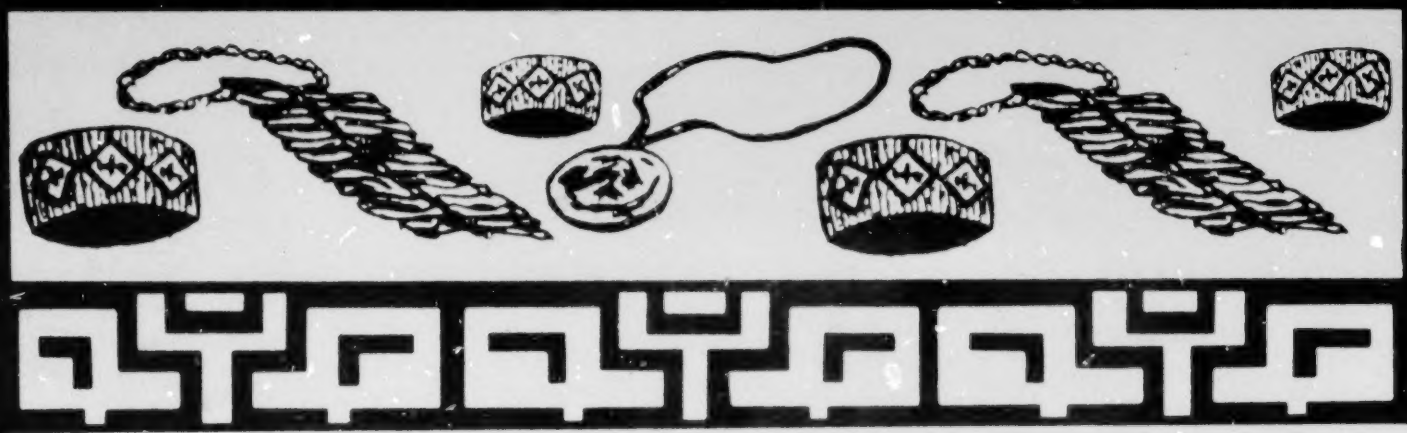
(3) review applications for assistance under Title III of the Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Education Act of 1965 and Section 314 of the Adult Education Act (as added by Title IV of P.L. 92-318), and make recommendations to the Commissioner with respect to their approval;

(4) evaluate programs and projects carried out under any program of the Department of Health, Education, and Welfare in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations;

(5) provide technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children;

(6) assist the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P.L. 81-874) as added by Title IV, Part A, of P.L. 92-318; and,

(7) submit to the Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, which report shall include a statement of the Council's recommendations to the Commissioner with respect to the funding of any such programs.



Part I

National Advisory Council on Indian Education

1976
Activities

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
1976 - MAJOR ACTIVITIES

The NACIE has seven major functions in its role as an advisory body; however, many of the functions of the Council are also operational.

Like other ethnic or minority groups in this country, American Indians and Alaska Natives have been affected by the economic conditions of recession and inflation. Indians continue to live predominately in rural areas of economic development meaning fewer job opportunities (55.4 percent of all Indians live in rural areas and are the only ethnic group so categorized see: U.S. Census, Population 1970). This contributes to an Indian median family income that is almost half of what it is for all other families in the United States ($5,832 in 1970 as compared to $9,590 for the United States population as a whole). One-third of all Indian families have incomes below the poverty level as compared to only 11 percent for the total population. These economic realities only touch the surface of problems that have plagued Indian human development nationwide.

Recognizing that the nationwide development, implementation, and continuation of quality Indian education programs is one way of resolving these problems, the Council in 1976 fulfilled its role as advocate and promoter of Indian self-determination in education.

In order to carry out its mandate, the full Council met five times in open sessions, three times in closed sessions, and once in

partially closed session. In addition, the Executive Committee of the NACIE met three times, once in a closed session and twice in partially closed sessions. Due to budget constraints the committees met prior to the full Council meetings.

In addition to these full Council meetings, where public opinion and testimony on Indian education was gathered, discussed, and analyzed, the Council:

-- reviewed and recommended on Title IV program applications;

-- recommended nominees to the U.S. Commissioner of Education for the position of Deputy Commissioner of the Office of Indian Education (OIE);

-- evaluated the Department of Health, Education, and Welfare (HEW) programs and projects that Indian children or adults might be able to participate in; and,

-- the Council in a limited manner, attempted to provide technical assistance to educational agencies and Indian organizations.

The following is a summary of the NACIE activities conducted during the calendar year 1976.

A. 1976 NACIE Council Meetings

Reno, Nevada	January 15-18, 1976
Silver Spring, Maryland	April 9-11, 1976
Arlington, Virginia	May 7-9, 1976
Green Bay, Wisconsin	June 17-20, 1976
Washington, D.C.	August 6-8, 1976
Raleigh, North Carolina	September 17-19, 1976
Washington, D.C.	October 27-29, 1976

RENO, NEVADA, JANUARY

The first full NACIE meeting in 1976 was held in Reno, Nevada, January 15-18, 1976. As typical of meetings held near larger Indian populated areas, this full Council meeting was well attended by Indian people. This meeting format plays an integral role in the Council's ability to gather public opinion. The rationalization and strength of encouraging Indian input into the advocacy role of the NACIE is best generated when the general Indian population can participate and respond to issues via public sessions.

The first day's business at the Reno meeting was devoted to the NACIE committee meetings. On the second day, Mr. Lincoln C. White gave his Executive Director's Report. Mr. White reported on the development of the NACIE policy handbook and public relations slide kit. He also, discussed the NACIE's responsibility to gather Indian opinions on the continuing issue of "the definition of Indian."

Dr. William G. Demmert, Deputy Commissioner of the OIE, was next to address the Council. He informed the Council of the monies available to Title IV during FY'76. Dr. Demmert also report that a "national needs assessment" was to be started by the OIE. Discussion next centered around the issue of "Indian preference" in federal employment. Dr. Demmert stated that Indian preference has been clearly established by law, but that the issue is more than simply a

political one. He went on to explain that two factors enter into the question. The first factor is one of citizenship rights, which are guaranteed under the Civil Rights Act of 1964. The second factor is one of a political-aboriginal nature. Because of the unique status that many Indian groups have with the Federal government (i.e., from one government to another and the special trust relationship) the relationship between Indians and the federal government is "special" and certain considerations such as Indian preference are part of this relationship. Dr. Demmert also indicated that he would soon vacate the position of Deputy Commissioner of the OIE.

Regarding new nominations to the Council, it was reported that the ranking of the new NACIE candidates had been completed by the OIE/OE/HEW. Over 200 nominees were rated and ranked, with the top 15 to 30 submitted to the President as possible appointees to the NACIE.

The Council also discussed a wide variety of topics including teacher training, on-site teacher training and/or in-service training, early childhood education, the development of curriculum materials, commonalities such as strong community participation and support, and successful programs for improving educational quality. In addition special reports were presented by Mr. Warren Means, National Advisory Council on Vocational Education; Mr. Bruce Ramirez, Council for Exceptional Children; Ms. Joy Hanley, Navajo Tribe, Division of Education; Ms. Juanita West, Editor, Indian Education Record of Oklahoma; Ms. Laura Bernhard, Alaska Unorganized School Districts;

Mr. Benny Star, Chairman, Santo Domingo Tribal Council; Mr. John Browne, American Speed Reading Academy; and, Mr. Albert Jones, Pierre Indian Learning Center. From these special reports came many recommendation, resolutions, and statements of support by the NACIE (see Part II - NACIE Recommendations and Resolutions).

SILVER SPRING, MARYLAND, APRIL

The full Council met in Silver Spring, Maryland, April 9-11, 1976, to review Title IV proposals submitted under Parts B, C, and Part A Non-LEAs. A total of 751 proposals were reviewed. There were 536 for Part B, 138 for Part C, and 77 for Part A Non-LEAs. This session was closed to the public under the authority of Section 10(d) of the Federal Advisory Committee Act (P.L. 92-463) and under the exemptions contained in the Freedom of Information Act, Section 552b (4) and (6) of Title 5 U.S.C. (P.L. 90-23), 45CFR § 5.71(a) and § 5.71(c).

ARLINGTON, VIRGINIA, MAY

The full Council met in Arlington, Virginia, May 7-9, 1976, to review Title IV proposals submitted under Part A. A total of 1227 proposals were reviewed. This session was closed to the public under the authority of Section 10(d) of the Federal Advisory Committee Act (P.L. 92-463) and under the exemptions contained in the Freedom of Information Act, Section 552b (4) and (6) of Title 5 U.S.C. (P.L. 90-23), 45CFR § 5.71(a) and § 5.71(c).

GREEN BAY, WISCONSIN, JUNE

The fourth meeting of the NACIE was held in Green Bay, Wisconsin, June 18-20, 1976. Following the NACIE committee meetings, the next order of business was an update report on the OIE's activities by Dr. Gabe Paxton, Acting Deputy Commissioner, OIE. Dr. Paxton reported primarily upon the status of Part B proposals and projects.

Mr. Lincoln C. White, Executive Director, then reviewed the status of the Title IV budget and appropriations. Mr. White reported that reductions would be made by the House Appropriations Subcommittee on Interior and Related Agencies for FY'77. He recommended that a strong appeal be made to Congress and the Administration to restore these funds.

The next order of business was Mr. White's Executive Director's Report which centered on the Title IV and the NACIE cutbacks in funding; the announcement of the Deputy Commissioner vacancy in the OIE; the status of the NACIE policy handbook; the status of the Third Annual Report; and, some views on the NACIE's advocacy role.

At the close of the first day, Mr. Buck Martin of the Great Lakes Inter-Tribal Council made a few comments to the Council concerning authority over Title IV, the status of the Deputy Commissionership, the setting of priorities within Title IV, and to express his organization's full support of the NACIE.

Highlights of other business at the Green Bay meeting were reports by the Intra-Agency Committee, Research and Publications

Committee, and the Executive Committee. Special Reports were presented by Mr. Jim Begay, Navajo, Rough Rock Demonstration School; Mr. Buck Martin, Education Coordinator, Great Lakes Inter-Tribal Council Inc.; Ms. Loretta Ellis, Chairperson, Great Lakes Inter-Tribal Council Education Committee; Mr. Earl Sisto, Los Angeles Indian Center; Mr. Jim Bearghost, Bureau of Indian Affairs; Ms. Francis Cherino, All Indian Pueblo Council; and, Mr. Carl Downing, Representative, Oklahoma Indian Education Association.

WASHINGTON, D.C., AUGUST

The full Council met in Washington, D.C., August 6-8, 1976, to review proposals submitted under Section 423 (P.L. 93-380), Fellowship Grants. A total of 566 grants were reviewed. This session was closed to the public under the authority of Section 10(d) of the Federal Advisory Committee Act (P.L. 92-463) and under the exemptions contained in the Freedom of Information Act, Section 552b (4) and (6) of Title 5 U.S.C. (P.L. 90-23), 45CFR § 5.71(a) and § 5.71(c).

RALEIGH, NORTH CAROLINA, SEPTEMBER

The sixth full Council meeting was held in Raleigh, North Carolina, September 17-19, 1976. It was hosted by the North Carolina Commission on Indian Affairs. After the call to order by Chairperson, Theodore George, and an opening prayer by Mr. Bruce Jones, Executive Director of the North Carolina Commission on Indian Affairs, officially

welcomed the Council to North Carolina. Following a brief statement by Chairperson George, Mr. Lincoln C. White gave his Executive Director's Report to the Council.

In brief, Mr. White remarked that the Council needs to ensure that sufficient funds be provided for Council members to establish working relations in their particular areas of the country through ad hoc committees, task forces, and the like so that these groups can in turn provide input and can provide suggestions and recommendations to the Council. This would enable the NACIE to be a true reflector of the unique and special needs of American Indians and Alaska Natives. Mr. White next conveyed his observations about some of the past year's activities and read into the minutes a statement that had been sent to David Mathews, Secretary of the Department of Health, Education, and Welfare, strongly recommending that the employment policies and practices of the OIE be administered so that qualified American Indians and Alaska Natives be given preference in all hirings, promotions, lateral transfers, reassignments, and other personnel changes including the filling of vacancies.

Mr. White next reviewed the resolutions and motions that had been made at the NACIE meeting in Green Bay, Wisconsin, and also briefly stated what actions had been taken on each motion and resolution.

Following Mr. White's remarks, there was discussion concerning the resolution that the NACIE has adopted at the Reno meeting about the definition of an Indian. The Education Task Force report of the American Indian Policy Review Commission, which was to made public

in October 1976, was also discussed.

Mr. Stuart A. Tonemah, Assistant Executive Director, gave a brief report on the efforts to get a supplemental appropriation for Title IV. Subsequent business involved an Executive Committee report by Chairperson George including a number of recommendations.

The afternoon of this first day, the meeting was closed for reviewing applications for the position of Deputy Commissioner of the OIE. This procedure was held in confidence under the authority of Section 10(d) of the Federal Advisory Committee Act (P.L. 92-463) and under the exemptions contained in the Freedom of Information Act, Section 552b (2) and (6) of Title 5 U.S.C. (P.L. 90-23), 45CFR § 5.71(a) and § 5.71(c). The full Council delegated the responsibility of completing the "search" for a new Deputy Commissioner to the Council soon to be appointed.

The remainder of the Raleigh meeting was devoted to regular Council business, particularly the Council's FY'77 budget, and special reports. Presentors of special reports were Ms. Robin Pascua, Program Officer, Office of Bilingual Education; Mr. Tom Peacock, Division of Indian Education, Duluth, Minnesota; Ms. Betty Crisp, Director of Childhood Development, Cherokee, North Carolina; Mr. Kenneth Maynor, Ms. Pauline Locklear, and Mr. Adolph Dial, Lumbee Regional Development Corporation; Ms. Loretta Ellis, National Indian Education Association; Mr. Lance Lujan, Legislative Specialist, National Education Association; Mr. Lloyd Elm, Program Officer, Part A, OIE; Ms. Patsy Wagner, Program Officer, Fellowships, OIE; and, Dr. Gabe Paxton, Acting Deputy Commissioner, OIE.

WASHINGTON, D.C., OCTOBER

The NACIE met in Washington, D.C., October 27-29, 1976. The main purpose of this meeting was to provide an orientation to the ten new Council members. A high point of the meeting was the first day when Mr. Brad Patterson, White House Indian Affairs Liaison, hosted the NACIE in the White House. On behalf of the President, each Council member was presented his/her official appointment by Mr. Patterson.

At this time, the Council has an opportunity to express its concern over the NACIE and Title IV funding, selection of nominees for Deputy Commissioner of the OIE, and the coordination of federal programs and activities for Indian education. This was one of the few times the NACIE has had direct communications with the Administration and the White House staff.

The next two days were spent in orientation sessions with the OIE, the OE Committee Management Staff, and the NACIE staff.

After completing its orientation activities, the new Council began conducting business that had been pending from the former Council. The discussion ranged from the budget, to future activities, search for the Deputy Commissioner of the OIE, supplemental appropriations, reorganizing of the Council, and the NACIE personnel action. The personnel action was precipitated by Mr. Lincoln C. White who tendered his resignation as Executive Director. Mr. Stuart A. Tonemah was temporarily promoted to Acting Executive Director and a search was

initiated to fill the Executive Director's position permanently.

Invited guests who made presentations to the Council were Dr. William G. Demmert, Director of Indian Education Programs, Bureau of Indian Affairs; Mr. Lance Lujan, Legislative Specialist, National Education Association; Dr. George Blue Spruce, Chairman, Intra-Departmental Council on Indian Affairs, HEW; and, Dr. Edward Aguirre, U.S. Commissioner of Education USOE/HEW.

EXECUTIVE COMMITTEE MEETINGS

The Denver, Colorado June 4-5, 1976, meeting was held to discuss and finalize agenda items for the June 18-20, 1976, Council meeting in Green Bay, Wisconsin.

The Denver, Colorado, September 9-10, 1976, meeting was held to develop and recommend to the Council the FY'77 NACIE budget; to discuss and finalize agenda items for the September 17-19, 1976, Council meeting in Raleigh, North Carolina; and, a closed session to discuss and review the applications received for the position of Deputy Commissioner of the OIE (see authority below).

The Denver, Colorado, December 17-18, 1976, meeting was closed to the public to review 29 applications for the position of Deputy Commissioner of the OIE. The committee recommended six applications for the Council's review and approval. The meeting was closed under the authority of Section 10(d) of the Federal Advisory Committee Act (P.L. 92-463) and under the exemptions contained in the Freedom of Information Act, Section 552b (4) and (6) of Title 5 U.S.C. (P.L.90-23), 45CFR § 5.71 (a) and (c).

C. APPOINTMENT OF NEW COUNCIL MEMBERS

From a nominating list of 200 plus candidates a final slate of 30 potential appointees to become new members of the NACIE were sent to the President for formal appointment. The formal Presidential appointments were made at the National Indian Education conference held in Albuquerque, New Mexico on September 30, 1976. The following are the newly appointed members to the Council:

Joe Abeyta (Pueblo)
1 year term
Superintendent
All Indian Pueblo Council
Albuquerque Indian School
1000 Menaul Blvd., N.W.
Albuquerque, New Mexico 87107
Term expires 9/29/77

Will D. Antell (Chippewa)
1 year term
Assistant Commissioner of Education
State Department of Education
709 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
Term expires 9/29/77

Linda S. Belarde (Tlingit)
1 year term
Zuni Alternative Learning Program
P.O. Box 338
Pueblo of Zuni
Zuni, New Mexico 87327
Term expires 9/29/77

Donna F. Rhodes (Creek)
1 year term
President, Indian Women Consultants, Inc.
4062 E. 26th
Tulsa, Oklahoma 74114
Term expires 9/29/77

James G. Sappier (Penobscot)
1 year term
Tribal Coordinator
Office of Development
Passamaquoddy Tribe
Pleasant Point Reservation
Perry, Maine 04667
Term expires 9/29/77

Ellen A. Allen (Kickapoo)
2 year term
Title IV Director, Civil Rights
Powhattan Unified School District #510
Powhattan, Kansas 66527
Term expires 9/29/78

Theodore D. George (Clallam)
2 year term
Regional Program Director
Office of Native American Programs
Department of Health, Education, and Welfare
Arcade Plaza Building
1321 2nd Avenue
Seattle, Washington 98101
Term expires 9/29/78

Calvin J. Isaac (Choctaw)
2 year term
Tribal Chief
Mississippi Band of Choctaw Indians
Tribal Office Building
Route 7, Box 21
Philadelphia, Mississippi 39350
Term expires 9/29/78

Paul R. Platero (Navajo)
2 year term
Associate Director
Native American Materials
Development Center
407 Rio Grande Blvd., N.W.
Albuquerque, New Mexico 87104
Term expires 9/29/78

David Risling (Hoopa)
2 year term
Professor
University of California-Davis
2403 Catalina Drive
Davis, California 95616
Term expires 9/29/78

Wesley Bonito (Apache)
3 year term
Tribal Education Director
White Mountain Apache Tribe
Education Department
P.O. Box 708
White River, Arizona 85941
Term expires 9/29/79

Patricia A. McGee (Yavapai)
3 year term
Tribal Chairperson
Yavapai-Prescott Tribe
P.O. Box 1401
Prescott, Arizona 86301
Term expires 9/29/79

Earl H. Oxendine (Lumbee)
3 year term
Principal
UpChurch Junior High School
P.O. Box 640
Raeford, North Carolina 28376
Term expires 9/29/79

Thomas A. Thompson (Blackfeet)
3 year term
NACIE Chairperson
Federal Programs Coordinator
Browning Public Schools
Browning, Montana 59417
Term expires 9/29/79

Minerva C. White (Mohawk)
3 year term
Director, Native American
Special Services
13B Hepburn Hall
St. Lawrence University
Canton, New York 13617
Term expires 9/29/79

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
OFFICERS & COMMITTEES - 1977

NACIE OFFICERS

Thomas A. Thompson, Chairperson
Dr. Will Antell, 1st Vice Chairperson
Donna Rhodes, 2nd Vice Chairperson

EXECUTIVE COMMITTEE

Thomas A. Thompson, Chairperson
Dr. Will Antell
Donna Rhodes
Ellen Allen
Theodore George

GOVERNMENT INTRA-AGENCY COMMITTEE

Dr. Will Antell
James Sappier
Joe Abeyta
Earl Oxendine
Calvin Isaac
Pat McGee

PROPOSAL, RULES, & REGULATIONS COMMITTEE

Paul Platero
Earl Oxendine
Calvin Isaac
Wesley Bonito
James Sappier
Minerva White

RESEARCH & PUBLICATIONS COMMITTEE

Pat McGee
Ellen Allen
Minerva White
Paul Platero
Donna Rhodes
Linda Belarde
Thomas Thompson

LEGISLATIVE COMMITTEE

David Risling
Linda Belarde
Wesley Bonito
Theodore George
Joe Abeyta

D. CONGRESSIONAL ACTIVITIES

The NACIE presented testimony before the Congress on several occasions.* Testimony before the Senate and House Appropriations Subcommittees on Interior and Related Agencies were related primarily to FY'77 appropriations for the Council. Testimony presented to the Education Task Force of the American Indian Policy Review Commission dealt with problems, issues, and furture concerns of the NACIE and the larger American Indian and Alaska Native communities.*

In addition, a meeting was held with the Carter Administration Transition Team. Dr. Charlene Hirsch and Mr. K.Z. Chavis of the Transition Team met with Council members, NACIE staff, and selected OIE personnel. The Transition Team was seeking information on problems, issues, current, and future legislation effecting the education of American Indians and Alaska Natives (see Appendix for full text of briefing paper). This meeting helped to establish liaison with the new Administration, and was one of the few opportunities the new Administration scheduled to consider American Indian education.

* The full test of these presentations are available from the NACIE office upon request.

E. SEARCH - DEPUTY COMMISSIONER OF THE OFFICE OF INDIAN EDUCATION

During 1976 the Executive Committee of the NACIE was appointed as the Search Committee for the new Deputy Commissioner of the OIE when Dr. William G. Demmert resigned to become Director of the Office of Indian Education Programs, Bureau of Indian Affairs, Department of Interior.

In December 1976, after an intensive search and review of potential candidates, the Search Committee selected six highly qualified candidates for consideration by the full Council.* the candidates were:

Leroy V. Clifford
Pine Ridge Sioux
Program Analyst
Bureau of Indian Affairs
Washington, D.C.

Gerald Gray
Blackfeet/Cree
Superintendent of Schools
School District #87
Box Elder, Montana

Helen M. Schierbeck
Lumbee
Chairwoman, Indian Education Task Force
American Indian Policy Review Commission
Washington, D.C.

Dr. Gerald E. Gipp
Standing Rock Sioux
Director of Native American Administration Program
Assistant Professor of Education
Pennsylvania State University
University Park, Pennsylvania

Robert K. Chiago
Navajo
Director of Native American Studies
University of Utah
Salt Lake City, Utah

Jon C. Wade
Sisseton Sioux
Education Program Administrator
Bureau of Indian Affairs
Albuquerque, New Mexico

* This responsibility is unique among advisory councils. The NACIE performed this responsibility in an expeditious and professional manner.

F. ON-SITE VISITS

During calendar year 1976 members of the NACIE selected programs for on-site reviews from among the more than 1200 local educational agencies, Indian educational agencies, institutions, and organizations that have Title IV grants. The small number of on-site visits was due primarily to the NACIE's restricted operational budget. This seriously limited the extent to which the Council could carry out its mandated responsibility of providing technical assistance, developing criteria and regulations for the administration and evaluation of grants, and being able to evaluate other HEW programs from which Indian adults and children might benefit. It is imperative that the NACIE members make on-site visits particularly in view of the large number of projects the OIE has to monitor. Without such visits the NACIE and the OIE must rely on written reports which are sufficient for monitoring purposes, but are not adequate for purposes of evaluation.

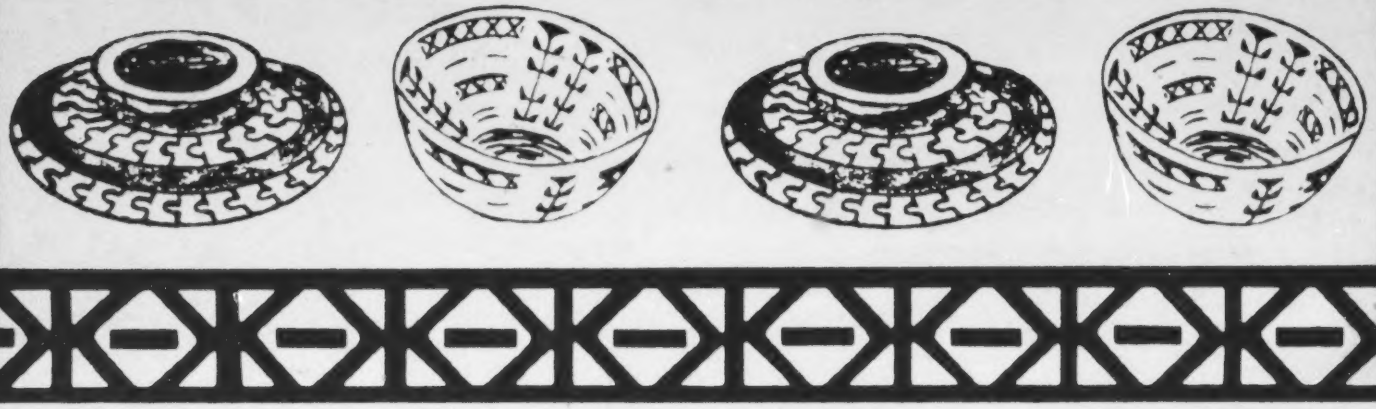
One of the most significant rationales for making on-site visits, is that Council members utilize these visits to gain information on the positive and negative aspects of the programs which enables the Council to make appropriate recommendations to the U.S. Commissioner of Education. The Council's on-site visits augment similar efforts by the OIE, more visits are needed to provide technical assistance and to evaluate programs.

The Council in conducting the on-site visits coordinated its visits with the OIE to provide as widespread coverage of Title IV projects with little duplication of visits. The various members visited projects in Maine, Arizona, New Mexico, Oklahoma, New York, Minnesota, Nevada, Alaska, Nebraska, Oregon, Florida, and California. In determining which projects to visit the Council responded to requests from the various Title IV projects who:

-- had problems and needed help from the NACIE and the OIE to resolve them;
-- had an outstanding project and wanted an outside visit for evaluation purposes and dissemination of information; and,
-- needed a liaison person to aid communications with the local school district, the state educational agency, or with the USOE.

Regardless of the reason for the request of the on-site visit, the NACIE members used these opportunities to gather information on projects funded under all parts of the Indian Education Act. This information was used as the base for many of the recommendations and resolutions passed by the Council.

The need still exists for additional funds for the NACIE to further its role in the vital area of technical assistance and evaluation of Title IV projects.



Part II

National Advisory Council on Indian Education

1976

Recommendations and Resolutions

NACIE RECOMMENDATIONS AND RESOLUTIONS

The following recommendations and resolutions were passed by the full Council during its deliberations on a variety of Indian education issues and other issues mandated in the Act throughout the calendar year 1976.

The issues were brought before the Council by either the members themselves or individuals present at the meetings. Considerable discussion and thought preceded each recommendation and resolution.

* * * *

TO CONGRESS

That the NACIE seek these clarifications in existing legislation to be considered by the House and Senate Authorization Committees:

- -- broader description of Indian education that would define Indian education and that would reflect the views of the Indian people including defining accomplishments from Indian perspective;
- -- more stress on Indian community control;
- -- make the NACIE policy function instead of advisory;
- -- specify officers of parent committees to be American Indians;
- -- clarify definition of Indian by omitting terms "second degree" with the exception of Alaska and the "in the future" terminology; and,
- -- recognize special cultural rights of Indian people allowing tribes to determine dissemination of information.

Reno, Nevada, January 1976

* * * *

That the NACIE support a Title VII Bilingual Education policy change allowing a provision for developing Indian languages.
Reno, Nevada, January 1976

* * * *

That the NACIE actively support H.R. 11220, the Indian Post Secondary Education Assistance Act of 1976.
Reno, Nevada, January 1976

* * * *

That the NACIE actively support S.B. 2634, the Indian Post Secondary Educational Assistance Act of 1975, revised, which will allow for additional colleges to come in, if and when they meet the criteria set up in this bill.
Reno, Nevada, January 1976

* * * *

That the NACIE endorse and support the general intent of H.R. 2525, Indian Health Care Improvement Act, which provides for improved services to Indian people, that the NACIE recommends to Congress that this bill be revised to broaden the eligibility language so that those Indians living in Oklahoma, California, and Alaska will have the same opportunity to be served under this Act as Indians from other states.
Reno, Nevada, January 1976

* * * *

That the NACIE request the Congress, the OIE, the BIA, and other federal agencies to fully review federal assistance to public education of Indian children so that continued inadequate funding in lieu of taxes in supporting public schools on Indian reservations be corrected to achieve equal and quality education for Indian children.
Reno, Nevada, January 1976

* * * *

That the NACIE favors increased funding for JOM and supports the essence of the New Mexico Indian Education Board of Regents' resolution on JOM, with the exception, because the NACIE's

lack of knowledge, that the funding formula be reviewed by the NACIE at their next general meeting to assist them in establishing a position on this matter.
Reno, Nevada, January 1976

* * * *

That the NACIE accept the proposed budget of $230,000 for FY'77.
Raleigh, North Carolina, September 1976

* * * *

That the NACIE pursue the full funding enabling them to carry out all its functions which shall be provided by the Commissioner as stated in the law. The new Council should pursue the full and adequate funding of all aspects of P.L. 92-318, particularly the operations of funding the advisory council and this should be done through the U.S. Office of Education, the Secretary of HEW, as well as the Appropriations Committees of Congress.
Raleigh, North Carolina, September 1976

* * * *

That the NACIE urges the Indian parents and the foster parents of Indian children in certain Utah school districts to cooperate in the formation of parent committees under Title IV education projects with the needs of Indian children as the prime objectives. The NACIE encourages cooperation and that any misunderstanding or conflict be resolved at the local level as the best means of meeting the special educational needs of Indian children. The NACIE feels confrontation and legal action on this issue will only complicate the matter and not necessarily meet the special educational needs of Indian children. Further the NACIE recommends that the present law on this matter be changed so that the present language "of the parents of Indian children" be changed so that the parents will be defined as "Indian parents."
Raleigh, North Carolina, September 1976

* * * *

That letters expressing grave concerns about the ability of the NACIE to conduct and to fulfill its statutory mandates because of the budgetary reduction that jeopardizes the programmatic operations of P.L. 92-318, Title IV, and that these letters be directed to the appropriate White House official, Congressmen, the Commissioner of Education and to all others who should be alerted.
Washington, D.C., October 1976

RESOLUTION
OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

WHEREAS: (1) it is the policy of the United States Government to recognize the right of Indian people self-determination;

(2) the right of Indian people to control the education of their children is strongly favored by the U.S. Government;

(3) the Indian people of the U.S. have a political relationship to the U.S. Government, which is a result of the inherent sovereignty, and aboriginal rights of the Indian tribes and is demonstrated by the nearly 400 treaties signed by the U.S. Government and the various Indian tribes;

(4) the Equal Protection Clause of the 14th Amendment and Title VI of the 1964 Civil Rights Act are intended to prohibit invidious discrimination against minorities; and,

(5) to exercise the right of Indian people to control the education of their children by the establishment of all-Indian controlled educational programs within the public school systems is not invidious discrimination against minorities.

NOW THEREFORE BE IT RESOLVED:

(1) the Commissioner of Education be advised that a directive explaining that Indian controlled, all-Indian educational programs within the public school systems are not in violation of Title VI of the 1964 Civil Rights Division of the Department of Health, Education, and Welfare and distributed to the appropriate agencies in the federal government, and to the Chief State and Territorial School Offices of the respective states and territories; and,

(2) amendments to Part 80 of 45CFR be proposed to clarify questions as to the legal propriety of Indian controlled, all-Indian educational programs in the public school systems of the U.S. by expressly recognizing that such programs would not violate

Title VI of the 1964 Civil Rights Act.

CERTIFICATION:

This resolution was presented by Tom Peacock, Division of Indian Education, Duluth, Minnesota, and adopted by the Council at is duly called meeting in Raleigh, North Carolina, on this 18th day of September 1976.

ATTEST: Lincoln C. White — Theodore George, Chairman

Lincoln C. White

RESOLUTION
OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

Supporting the Yerington Tribe of Paiute Indians to obtain Part A funding of Title IV for the Yerington School District (they have not applied although entitled to Title IV funds).

WHEREAS: (1) the NACIE is the first real opportunity afforded the Indian people in having a voice in the educational programs and policies that affect them; and,

(2) that NACIE in its three year experience has recognized the vital importance of involving Indian parents and children in the educational programs in school districts that educate Indian children.

NOW THEREFORE BE IT RESOLVED:

(1) the NACIE supports the efforts of the Yerington, Nevada Indian parents to have the Yerington School District apply for funds under Title IV, Part A to meet the special educational needs of the Indian children; and,

(2) the NACIE urges the Yerington School District to apply for Title IV funds in order to meet the special educational needs of the Indian children in the school district.

CERTIFICATION:

This resolution was presented and adopted by the Council at its duly called meeting in Raleigh, North Carolina, on this 19th day of September 1976.

ATTEST: Lincoln C. White — Theodore D. George

Lincoln C. White — Theodore George, Chairman

RESOLUTION
OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

Supporting the efforts of the Walker River Paiute Indian Reservation in establishing a community school.

WHEREAS: (1) the NACIE is the first substantive recognition of the federal government in responding to the needs of the Indian people in the field of Indian education; and,

(2) the NACIE in its three years experience has recognized that the Indian people have the capability to determine their own educational destiny by means of self-determination in the planning and development of their educational programs.

NOW THEREFORE BE IT RESOLVED:

the National Advisory Council on Indian Education hereby goes on record in total support of the Walker River Paiute Indian Reservation, Schurz, Nevada, in its efforts to obtain the necessary funding to study, plan and develop their own community school as the best means to respond to their educational needs.

CERTIFICATION:

This resolution was presented and adopted by the Council at its duly called meeting in Raleigh, North Carolina, on this 19th day of September 1976.

ATTEST: Lincoln C. White — Lincoln C. White

Theodore George, Chairman

TO THE COMMISSIONER OF EDUCATION

That the NACIE go on record as being opposed to the present point system and the proposed point system in the draft rules and regulations for Title IV. If a point system is deemed by the OIE to be necessary, then in order to meet the intent of the law the point weight should be changed giving more points to need.
Green Bay, Wisconsin, June 1976

* * * *

That the OIE revise future administrative practices so that notices of funding or rejection of Title IV proposals will not be forwarded to applicants prior to final review and determination by all proper administrative decisions making entities within the OE.
Green Bay, Wisconsin, June 1976

* * * *

RESOLUTION
OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

Supporting the Native Americans of Oakland, California for meaningful involvement in the development of educational activities on behalf of Indian children in the Oakland School District.

WHEREAS: (1) the NACIE and the Indian Education Act of 1972 is the first real opportunity for the Indian people to participate in the development of educational programs for Indian people at the local, state, and national levels; and,

(2) that the NACIE in its three years experience has recognized the importance of involving the Indian parents in the education of Indian children in school districts as the best means to meet their special needs.

NOW THEREFORE BE IT RESOLVED:

that the NACIE urges the support and cooperation of Oakland School District to involve Indian parents in the planning, development, and operations of the educational activities on behalf of Indian children enrolled in the Oakland School system.

CERTIFICATION:

This resolution was presented and adopted by the Council at its duly called meeting in Raleigh, North Carolina, on this 19th day of September 1976.

ATTEST: Lincoln C. White — Theodore George, Chairman

Lincoln C. White

TO THE NACIE

That the NACIE adopted the following recommendations from the Council for Exceptional Children regarding the education of exceptional children:

- -- that the education of exceptional Indian children be considered a priority of the OIE, the BIA, and other federal agencies affecting the education of Indian children;
- -- that a coordinated plan for the education of exceptional Indian children be developed under the aegis of the NACIE;
- -- that the NACIE recommends that the BIA develop a line item budget and specific mandatory legislation for the education of exceptional Indian children;
- -- that the NACIE recommends that the Education Task Force of the American Indian Policy Review Commission devote specific attention and time to policy matters relating to the education of exceptional Indian children;
- -- that the NACIE meet with the Bureau of the Handicapped to develop strategies for assuring the development of adequately trained staff for education programs for exceptional Indian children; and,
- -- that appropriate data be gathered to identify and serve the educational needs of handicapped Indian children.

Reno, Nevada, January 1976

* * * *

That the NACIE work in coordination with the Council for Exceptional Children and/or other organizations to develop a strategy for examining the issues that affect exceptional children (handicapped) and support efforts which would utilize resources and/or expertise from the Bureau of the Handicapped in the OE.
Reno, Nevada, January 1976

* * * *

That a letter be sent to Dr. Demmert, Commissioner Bell, Secretary of HEW, Congressman Yates, and members of the House Appropriations Subcommittee on Interior and Related Agencies requesting a supplemental appropriation in the amount of $4 million for the 1974 amendments to Title IV, Indian Education Act.
Reno, Nevada, January 1976

* * * *

That the NACIE reestablish as one of its primary tasks the development of the purpose, the meaning of Indian education so that the necessary educational instruments and tools be incorporated into the learning process of Indian people to meet their special educational needs, and further that this task be coordinated with the OE, BIA, the Congress, as well as state, federal, and local agencies.
Green Bay, Wisconsin, June 1976

* * * *

That the Government Intra-Agency Committee review special education, bilingual, and vocational education programs and legislation, and recommends the necessary action of the Council with respect to funding, rules, regulations, and related items with objectives of making more of the resources available to Indian people.
Green Bay, Wisconsin, June 1976

* * * *

That the NACIE submit to the Senate Appropriations Subcommittee on Interior and Related Agencies a letter of appeal drafted by the NACIE staff. The NACIE will have their appeal letter delivered on Monday, June 21, 1976. (See Appendix)
Green Bay, Wisconsin, June 1976

* * * *

That an appeal letter from the NACIE regarding the OIE's budget reduction of Title IV, be presented on Monday, June 21, 1976, to the Senate Appropriations Subcommittee on Interior and Related Agencies. (See Appendix)
Green Bay, Wisconsin, June 1976

* * * *

That Chairperson Theodore George and his Council appointee (recommended Karma Torklep) testify before the American Indian Policy Review Commission Education Task Force and prepare such testimony with assistance from the NACIE staff.
Green Bay, Wisconsin, June 1976

* * * *

That the NACIE continue the search for the Deputy Commissioner of the OIE and ask that the new Council which will be appointed on September 20, 1976, be left open for their recommendations.
Raleigh, North Carolina, September 1976

* * * *

That the NACIE assign to the new Council and staff to respond to the General Accounting Office draft report, Indian Education in the Public School Systems Need More Direction From the Congress, and that the carry-over members of the NACIE have the main responsibility.
Raleigh, North Carolina, September 1976

* * * *

That the Legislative Committee be charged with the responsibility of devising strategy and plans to extend requests for supplemental appropriations for Title IV and to push for legislation to insure that Title IV is extended beyond 1978.
Washington, D.C., October 1976

* * * *

That the NACIE professional staff seek funds for the purpose of processing all relevant activities and duties related to conducting the "search" for qualified candidates for the positions of (1) Deputy Commissioner, the OIE, and (2) Executive Director of the NACIE.
Washington, D.C., October 1976

* * * *

That the NACIE charge the Executive Committee with seeking applications for the position of Executive Director of the NACIE.
Washington, D.C., October 1976

* * * *

That the minimal operating staff for the NACIE remains at four.
Washington, D.C., October 1976

* * * *

That the NACIE staff be requested to look into other educational programs besides the BIA education programs and the P.L. 92-318, Title IV programs so that these education programs can be made available to American Indians and Alaska Natives. To further provide the NACIE with resources from these educational entities (e.g. Title I, National Institute of Education, Vocational Education, Bilingual Education, etc.) so that the NACIE can continue their statutory mission. Contact with these responsible educational entities must be made.
Washington, D.C., October 1976

* * * *

That the NACIE accept and complete the Inter-Agency Agreement with the BIA contingent upon:

-- Inter-Agency Agreement coincides with normal Council functions and is consistent with the statutory responsibilities of the NACIE;
-- Inter-Agency Agreement be implemented by the NACIE professional staff along with active participation of selected expert members of the NACIE; and,
-- that the NACIE professional staff acquire further specifics regarding the first two contingencies and disseminate the information to the NACIE for approval or disapproval.

Washington, D.C., October 1976

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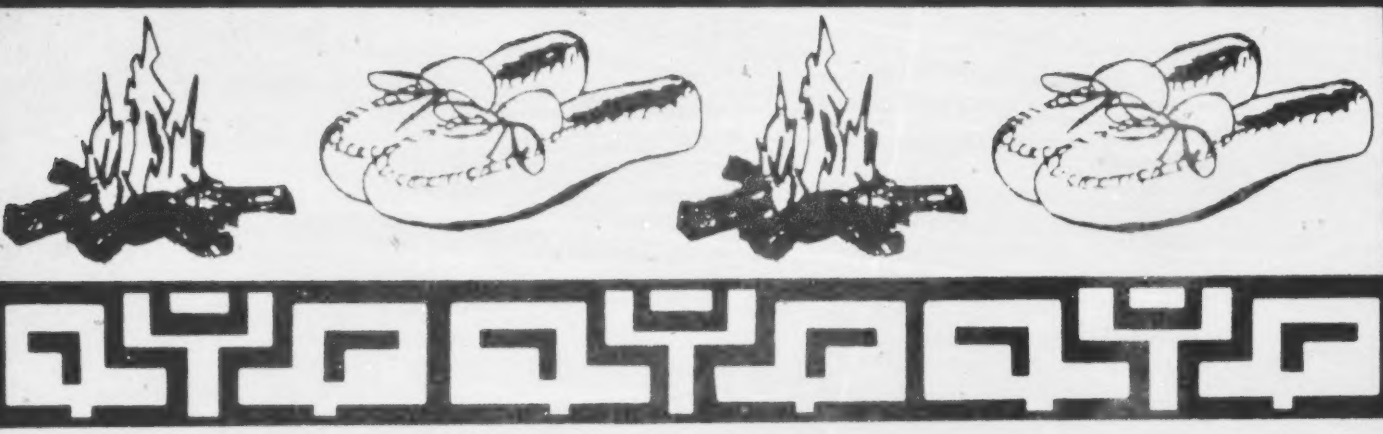

Part III

Funding of the
National Advisory Council on Indian Education
and the
1972 Indian Education Act

FUNDING OF THE NACIE AND THE INDIAN EDUCATION ACT

Fiscal year 1977 was a significant year for funding of the Indian Education Act because the budget for the NACIE and the OIE was substantially reduced for the first time in three years. The total amount of reductions equalled $16.13 million as recommended by the House Appropriations Subcommittee on Interior and Related Agencies. Included was a budget recommendation that reduced the NACIE's budget of $230,000 to $100,000.

The House Appropriations Subcommittee report stated:

> "The Indian Education Act provides support for the special educational needs of American Indians. Part A authorized formula grants to local educational agencies. These grants are made for the purpose of improving the educational opportunities, educational quality, and the level of success of Indian students. Discretionary grants are awarded under Parts B and C of the Act to focus on the educational needs of Indian children and adults. These discretionary programs are designed to enable schools serving Indian children and the Indian community to explore a wide range of approaches for the purpose of developing appropriate, innovative, and culturally relevant programs for meeting the educational needs of Indian children and adults.
>
> "The decrease of $1,222,000 below the budget estimate consists of a decrease of $72,000 for travel, $130,000 for the National Advisory Council on Indian Education, and $920,000 to develop a model so that BIA boarding and day school curricula and educational services be comparable with those of the public school system.
>
> "The Committee notes that the amount recommended for fiscal year 1977 is a reduction below the appropriation for fiscal year 1976 because the Committee has chosen to provide a substantial increase for the Johnson O'Malley program administered by the Bureau of Indian Affairs, rather than recommending additional funds for this program. This recommendation is based on

the belief that the Johnson O'Malley program will more directly reach the Indian students with the greatest need, whereas an entitlement program such as this one is distributed irregardless of need.

"The total number of permanent positions for the Office of Indian Education is 50."

The rationale used to justify the budget reduction gives an indication of how members of the Congress are beginning to perceive the Indian Education Act. There appears to be a misunderstanding of the intent of Title IV and the Johnson O'Malley (JOM) programs as being duplicative in purpose. Recent studies have concluded that while JOM and Title IV are similar, there is no duplication of effort since the needs of the Indian education far exceeds available resources under both programs.

The response to the budget reductions from Indian country was tremendous. Individuals, national Indian organizations, tribes, and urban Indian groups called, wrote letters, or sent telegrams to the Congress to voice their concern over the budget reductions, and to request the Congress to restore the funds. It is hoped that the Congress will respond by restoring the Title IV funds in a supplemental appropriation.

The lesson learned from this activity is that Indian people must become more involved in the political processes of this country particularly with regard to Indian education programs. Through participation in these processes Indian people can inform their Congressional representatives of the positive effect Title IV is having on the education of their children and of the need for their

continued fiscal support for this program.

In particular the budget reduction for the NACIE has extremely limited the Council's ability to perform its statutory responsibilities. The $100,000 budget for the NACIE has precipitated a reduction in a professional staff position, a curtailment in travel, whereby reducing the number of Council meetings and on-site visits, and a reduction of funds to maintain the NACIE office. In FY'76 the NACIE had requested a substantial increase in funds, however, the OE and HEW requested $230,000 which was later reduced by 56 percent to $100,000. The NACIE asks the Congress to reconsider its action and to restore sufficient funds to the Council's budget. This would permit the Council to fulfill its statutory responsibilities.

Part IU

Appendix

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

MEMORANDUM

TO: Ms. Charlene Hirsch
Mr. K.Z. Chavis

FROM: Stuart A. Tonemah, Assistant Executive Director
National Advisory Council on Indian Education

SUBJECT: Briefing Paper on the Office of Indian Education

As per our telephone conversation, the National Advisory Council on Indian Education has prepared several pages of information concerning the Office of Indian Education. The topic areas included are Legislative, General Issues, Problems, and Budget.

I apologize for being verbose in providing the information but at times it is necessary to explain Indian education a bit in detail due to its unique problems regarding cultural attitudes and beliefs.

As for reactors or consumers, to this brief on Indian education I suggest Mr. Thomas A. Thompson, Chairperson of NACIE and Dr. Will Antell of the Minnesota Department of Education, a member and 1st Vice Chairperson of the NACIE. Mr. Thompson is a federal program officer of the Heart Butte, Montana School District. I also offer my services as an individual Indian educator and Acting Executive Director of NACIE to assist the Transition Team in any way possible.

People on the "Hill" who may be helpful at the briefing are:

Jack Jennings - Counsel to the House Authorizing Committee HEW/Labor
Yvonne Franklin - Staff to House Authorizing Committee on HEW/Labor
Teresa Burt - Staff, Senator Kennedy's office
Tony Strong - Staff, Senator Abourzek's office
Linda Richardson - Staff, Senator Steven's office

Should you have questions concerning this information, please feel free to contact me.

The NACIE office is prepared to accept responsibility for Mr. Antell's and Mr. Thompson's travel and expenses to Washington, D.C. to attend the December 7, 1976 meeting at 9:00 a.m. I hope to hear from your office about the meeting time and place as soon as it is confirmed.

PENN. BUILDING, SUITE 326 425 13th STREET, N.W. WASHINGTON, D.C. 20004

ISSUE

There exists a need or implementation of the "Indian preference" laws by the U.S. Office of Education, HEW, in all vacancies in the Office of Indian Education, including initial hirings, promotions, lateral transfers, and reassignments.

LEGISLATION AFFECTING THE INDIAN EDUCATION ACT

Expiration of existing legislation, the Indian Education Act, is comprised of two legislative authorities, Title IV, P.L. 92-318 and Title VI, Part C of P.L. 93-380. The latter Act provides for termination of all provisions on July 1, 1978. The House of Representatives HEW/Labor Committee and the Senate Interior and Insular Affairs Committee are presently considering modification of the current legislation.

There are three alternatives for future action with respect to this legislation. These include recommendations for modification, a recommendation for extension, and a recommendation for termination.

POSSIBLE LEGISLATIVE PROPOSALS

Extension of Title IV for five years to develop special educational needs of Indian children beyond math and reading to include cultural attitudes, perspectives to promote and improve relations of Indian communities with school systems.

Making Indian organizations eligible for Part A funds in which school districts refuse to apply. Bypass school districts/states.

Change the Office of Indian Education from Interior Appropriations Subcommittee to HEW/Labor Appropriations Subcommittee.

Indian preference for any Federal program in which American Indians or Alaska Natives participate.

Increasing the level of personnel of the Office of Indian Education - maintaining the GS grade levels of present staff.

ISSUE

There is a need to fill the position of Deputy Commissioner of the Office of Indian Education as soon as possible.

ISSUE

Upgrading the capabilities of local Indian communities to impact on the education of their children.

Over the four years which Title IV has been in existence, it has become imminently evident to the program staff that local Indian communities do not always possess the skills and capabilities required to plan and execute educational programs and/or to advise local educational agencies in the type of programs that would be beneficial for their children.

ISSUE

There is a need for a massive effort in training and development of Indian professional educators. There is a severe and critical need for more Indian professional educators, teachers, and administrators, among American Indians and Alaska Natives. This is not true for other groups where there exists a surplus of teachers.

ISSUE

The possibility of combining the Bureau of Indian Affairs, Division of Education and the Office of Education, Office of Indian Education.

ISSUE

There is a need for a definition of "special educational needs" of Indian children.

Within the Indian Education Act the "special educational needs" of Indians has never been defined. Recent Congressional interest in establishing guidelines and restrictions for the use of Title IV monies has been evidenced. This concern has been tempered by counter pressure occurring as a result of the passage of the Indian Self-Determination and Educational Assistance Act, which clearly allows local Indian communities to set their own priorities and uses for the expenditure of funds. There is ample evidence to show that the special educational needs of Indians are considerably different from traditional compensatory education and therefore present cost estimates are probably inaccurate.

ISSUE

There is a need to emphasize adult education of Indian people.

ISSUE

There is a need for coordination with other USOE programs. There are programs that exist for all Americans to participate and benefit, but for whatever reasons the American Indians are being excluded.

ISSUE

There is a need to clarify the Title IV definition of the term "Indian."

Title IV of P.L. 92-318 contains the following definition:

> Sec. 453. For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purposes, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Commissioner, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

This definition has been deemed vague and unclear by many Indian people, and has caused concern in the administration of Part A of Title IV. This part of the Act provides for entitlement grants on a formula basis to local school districts based on the number of Indian students enrolled. Using the current Title IV definition of the term "Indian," it has been difficult to verify the count of Indian students submitted by the school districts, through their State Department of Education.

ISSUE

The Congress specifically cut the NACIE's FY'77 budget by $130,000. The three previous years' funding level was $230,000, although the NACIE has requested funds above this figure. The statutory responsibilities of the Council have been minimally met, at the $230,000 level and, for the NACIE to adhere to the law its budget would have to be restored. The NACIE serves as liaison between the American Indian and Alaska Native population, and the President, the

Congress, and other Federal agencies. To continue this advocate and advisory role, the NACIE must have money to function.

ISSUE

The need for a supplemental appropriation for the Office of Indian Education during the first session of the 94th Congress.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

June 18, 1976

The Honorable Robert C. Byrd
Chairman, Senate Appropriations
Subcommittee on Interior and
Related Agencies
Russell Senate Office Building
Room 105
Washington, D.C. 20515

Dear Senator Byrd:

The National Advisory Council on Indian Education is appealing to the Senate Appropriations Subcommittee to carefully reconsider the House Appropriations Subcommittee's action to reduce the Title IV, Indian Education Act funding for FY'77 from the FY'76, $57,055,000 to $40,933,000. The NACIE is definitely concerned about the effects of this reduction in the many Indian education programs throughout the nation. The NACIE is also concerned because this involves a $130,000 reduction in its FY'76 $230,000 budget. At best it has been difficult for the NACIE to fulfill its P.L. 92-318 statutory obligations at the $230,000 level.

We appeal to you and your colleagues to place the Title IV funding and the NACIE budget on levels that will be of great benefit to American Indians and Alaska Natives of this land. We serve approximately 400,000 students. Title IV has already proven to be positive for Indian education.

The NACIE will forward an addendum to this appeal on Monday, June 21, 1976.

Thank You.

Sincerely yours,

Lincoln C White

Lincoln C. White
Executive Director

LCW:mk

PENN. BUILDING, SUITE 326 425 13th STREET, N.W. WASHINGTON, D.C. 20004

APPEAL

The NACIE would like to take this opportunity to formally appeal to the Senate Appropriations Subcommittee to carefully reconsider the House Appropriations Subcommittee's recommendation to reduce the funding of the Indian Education Act.

The Indian Education Act's current level of funding for FY'76 is $57,055,000 and the House's recommended appropriation for FY'77 is $40,933,000. This recommended reduction of $16,122,000 would greatly reduce the effectiveness of American Indian people's participation in the educational programs of their children. The recommendation is one million dollars lower than FY'75 and $16 million lower than FY'76 appropriations. This recommended cut, translated into human terms, represents a severe curtailment in services to Indian children and adults in the various communities.

The House Appropriations Subcommittee in recommending its budget reduction has included specifically a reduction of $130,000 from the current budget of $230,000 for the NACIE. It is the request of the NACIE that this recommendation be rejected in light of these facts:

> The NACIE's prime responsibility is to advise the Commissioner of Education with respect to the Administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit.*
>
> In this regard:
> - the NACIE involvement has been to participate in the revisions of the Rules and Regulations of Title IV;
> - effected a search for a new Deputy Commissioner of the OIE;
> - has attempted to guage the Indian community to devise an equitable definition of "who is an Indian";
> - has lent their support of the Title IV programs in testimony to the Congress, national Indian groups, tribes, and organizations; and,
> - has provided the essential liaison between the Indian community and the OIE/OE concerning the Title IV programs.

It is prudent to state here that due to the diversity of the national Indian community, it is extremely difficult for the OIE to be aware of the total educational, social, economic, and cultural needs of the American Indians and Alaska Natives. The NACIE has been an invaluable aid in defining these problem areas and recommending to the Commissioner various courses of action. This is not to say that the NACIE can be aware of all of the problems of Indian education, but the Council can provide feedback to the Commissioner via on-site visits, attending national Indian conferences, full Council meetings near Indian

communities, and by participating in the proposal reviews. In FY'77 these type of activities are to be continued and expanded if possible.

To review applications for assistance and make recommendations to the Commissioner with respect to their approval.*

In regard to this the NACIE has:

- participated in Title IV, Parts A, B, C, Section 422 and plans to participate in the review of Section 423 of Public Law 93-380; the NACIE members were review panalists on the OIE's proposals review of Part B and then met in closed session to review the panel recommendations and make their own recommendations to the Commissioner;
- the Part A proposal review was conducted by the OIE's staff and field readers with the NACIE input coming on two fronts:
  - the NACIE members participated in the review process concurrently with the field readers;
  - the NACIE then met in closed session with the OIE's Part A staff and reviewed the proposals and made their recommendations to the Commissioner. This review of Part A was the first extensive review of Part A and the interaction with the Part A staff was positive for both organizations involved;
- the NACIE's involvement with this Section 422 proposals was most extensive. The field readers reviewed the proposals and made their recommendations and the NACIE independently reviewed the proposals and made their recommendations to the Commissioner; and,
- the NACIE is presently formulating its plans for involvement in the Section 423 (Fellowships) application review. It is anticipated that the NACIE's role in these proposal reviews will continue at a similar level in FY'77.

Evaluate programs and projects under HEW, the OIE in which Indian children or adults can participate and benefit, and disseminate such evaluations.*

The NACIE in attempting to fulfill this statutory responsibility has conducted 37 on-site visits in FY'76, visiting projects in Part A, B, and C. These on-site visits have aided greatly in the determination of recommendations to be made to the Commissioner of Education. The on-site visits by the Council distinctly exhibits an important element of the NACIE as an advocate for Indian people and the OIE. When problems arise Indian people can utilize the NACIE as a conduit to

relate the nature of the problem to the OIE and act in an advocate capacity for the Indian community. Due to the increasing number of applications for funding under Title IV, the NACIE anticipates an increase in the number of on-site visit requests by the Indian communities as problems arise in the operation of the various programs.

Provide technical assistance to local educational agencies, Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.*

The NACIE has been limited in being able to provide this service to the Indian constituency due to fiscal constraints on the NACIE budget.

Assist the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P.L. 81-874).*

The NACIE has been very active in this area. The NACIE has made recommendation to the Commissioner by articulating the unique and different educational needs of American Indians, particularly in the teaching of Indian culture. The NACIE has assisted the Commissioner to define the role of the Indian parent in the educational process of their children. The NACIE for FY'77 has participated in reviewing the revisions.

To submit to the Congress not later then March 31 of each year a report on its activities, which shall include any recommendation it may deem necessary for the improvement of federal education programs in which Indian children and adults participate with recommendations to the Commissioner of the funding of each program.*

The NACIE has viewed this responsibility as an outstanding issue in regard to their functions as an Advisory Council. The annual report reflects the current intent of the Council and the past years activities. The recommendations made in the annual report are the results of the interactions with the various Indian tribes, organizations, the OIE, state, and local school districts. The annual report has been voluminous but essential. The Council feels that this report to the Congress is critical in voicing the successes, problems, uniqueness of programs, and concerns of Indian people in their

participation in Title IV programs. The NACIE feels that the parameters and impact of the Title IV programs on Indian education throughout the nation would be enhanced by an increased budget and the positive effectiveness of the total Title IV programs would be greatly extended.

The enclosed fact sheet on the NACIE and the Title IV programs gives an indication of how the $230,000 was utilized. As previously stated technical assistance by the Council has been limited for fiscal reasons and a cut back in funding for the NACIE would greatly limit the Council's effort to fulfill it statutory obligations.

The number of on-site visits would have to be reduced, along with the staff, in addition to a limited amount of participation in other Council activities.

The NACIE has attempted to fulfill its statutory responsibility as efficiently and as competently as possible. The recurring problem that continues to check its progress is the lack of adequate funding for its activities. This problem is not unique to the NACIE but to the whole of Indian education. What the NACIE is requesting is that the recommendation from the House Appropriations Subcommittee concerning the NACIE's budget be reconsidered and to restore the NACIE's budget to its original level of funding of $230,000 with consideration being given to a seven percent inflational increase.

The NACIE realizes the importance of securing funding for its own operation but strongly urges the Senate Appropriations Subcommittee to restore the OIE's budget at the minimum to its FY'76 level of $57,055,000. The path laid forth by the Congress through the Indian Education Act has attracted many Indian people to follow it. Should the recommendations from the House Appropriations Subcommittee be upheld, the American Indian could again become the forgotten American.

American Indians recognize that education is the way to self-determination. We appeal to the wisdom of the Congress to keep this way open.

* Statutory duties as per the Indian Education Act of 1972, P.L. 92-318, Part D, Section 442.

FACT SHEET
CURRENT NACIE BUDGET
1976

COUNCIL	
COMPENSATION	
Council Meetings	
Committee Meetings	
On-Site Visits, Conferences	$37,500
TRAVEL & PER DIEM	
Council Meetings	
Committee Meetings	
On-Site, Visits, Conferences	$60,975
TOTAL	$98,475
STAFF (4.0)	
Salaries	$84,759
Benefits	$17,058
Travel	$ 4,650
TOTAL	$106,467
ANNUAL REPORT	
Consultant	$12,000
Printing	$ 8,000
TOTAL	$20,000
OTHER COSTS	
Supplies, Materials, Payroll	
Meeting expense, equipment lease	$ 5,058
TOTAL	$230,000

NACIE ACTIVITIES

Reviewed Proposals FY'76

Part A	Part B	Part C	Sec. 422	Sec. 423
1227	536	138	77	--

Total Funded FY'77

--	--	53	--	--

Number of On-Site Visits: 35

TITLE IV INDIAN EDUCATION ACT

	FY'75	FY'76	Estimated FY'77	House Rec. FY'77
Part A	$25,000,000	$35,000,000	$42,055,000	$25,000,000
Part B	$12,000,000	$16,000,000	$12,000,000	$11,080,000
Part C	$ 3,000,000	$ 4,000,000	$ 3,000,000	$ 3,000,000
OIE	$ 1,804,000	$ 1,825,000	$ 2,055,000	$ 1,753,000
NACIE	$ 230,000	$ 230,000	$ 230,000	$ 100,000
TOTAL	$42,034,000	$57,055,000	$59,340,000	$40,933,100

	Change FY'76 to FY'77
Part A	-$10,000,000
Part B	-$ 4,920,000
Part C	-$ 1,000,000
OIE	-$ 72,000
NACIE	-$ 130,000
TOTAL	-$16,122,000

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

June 21, 1977

The Honorable Robert C. Byrd
Chairman, Senate Appropriations
Subcommittee on Interior and
Related Agencies
Russell Senate Office Building
Room 105
Washington, D.C. 20515

Re: Letter of June 18, 1976

Dear Senator Byrd:

The National Advisory Council on Indian Education hereby submits an addendum to the appeal presented to you on June 18, 1976.

We will appreciate every consideration that you and your colleagues make in behalf of American Indians and Alaska Natives to provide adequate funding for educational services.

Thank you.

Sincerely yours,

Lincoln C. White

Lincoln C. White
Executive Director

LCW:mk

Enclosure

PENN. BUILDING, SUITE 326 425 13th STREET, N.W. WASHINGTON, D.C. 20004

ADDENDUM

The aforementioned facts, figures, and comments suggest additional implications for the future of Indian education. The following illustrations and examples are provided so that Title IV, the Indian Education Act of 1972 can continue through its authorization period without diluting it to the point of destruction.

The United States Congress, primarily the United States Senate, examined the issues very carefully in the late 1960's. This process was analyzed again recently when the authorization period was extended through fiscal year 1978. It appears the actions of the United States House Appropriations Subcommittee on Interior and Related Agencies, by cutting the Title IV budget by 28.25 percent, has dealt nearly a death blow to the Indian Education Act of 1972. While it can be argued their recommendations of setting a budget of $40 million is substantial, reductions of $10 million - 17.5 percent decrease for Part A; $4,920,000 - 8.6 percent decrease for Part B; and $130,000 - 56.5 percent decrease for the National Advisory Council on Indian Education are indeed crippling. Notwithstanding inflations and spiraling costs this simply means less educational programs for Indian children. This also means fewer programs will be funded and/or lower budgets. The pyschological impact on Indian people will be paralyzing, Title IV has had the greatest positive effect on Indian education than any other federal support program in the history of the nation. Never have Indian people had opportunities like Title IV has provided. They have responded with great interest and determination to serve their children. The record will clearly illustrate the number of Indian Parent Committees, Indian tribes, and Indian organizations who have had such opportunities. To curtail funds at this point without any clear-cut evidence that Title IV has failed will only perpetuate the notion that the Congress has again broken faith with American Indians.

By the House Appropriations Subcommittee cutting the NACIE by 56.5 percent, indicates to us that the House Appropriations Subcommittee feels that the NACIE has not lived up to its statutory obligations. This is indeed unfortunate, as the NACIE has done a tremendous job in trying to carry out its obligations with a limited buget. It is possible that the House Appropriations Subcommittee was influenced by testimony of individuals who are members of the American Indian Policy Review Commission. The NACIE has struggled hard to implement the 1972 Indian Education Act and it is up to Congress to see that the intent of Congress to provide meaningful education to the Indian people is not lost or diverted by inadequate funding or partisan feelings. Another misunderstanding which must be clarified is the question of duplication between parts of Title IV and Johnson O'Malley programs. The U.S. Office of Education and the Bureau of Indian Affairs undertook to study this issue in 1974. The study resulted in a report titled: "So That All Indian Children Will Have Equal Educational Opportunity," which was published in 1975. The conclusion

of the report was that while there are similarities of program efforts between JOM programs and Title IV, there is no duplication of efforts as the need far exceeds the available resource even under the combined efforts of all available programs that affect Indian people. It must be understood that JOM is supplemental whereas Title IV is based on entitlement and discretionary grants designed to meet the needs of Indian people in a way not available to them by conventional means.

Another factor is that Title IV has never been fully funded since P.L. 92-318 became law. Given the 403,000 Indian children and adults who are eligible under the Act, some $400,000,000 will have to be appropriated to fully fund the needed programs. In 1976, just Part B of the Act, 600 applications for assistance with the dollar amount of $75 million were received. Yet based on 1976 appropriation of $16 million for Part B, only 130 applicants could be assisted. Aside from actual needs, Title IV was designed as a vehicle by which Indians can plan, design, and develop their own educational programs. In this respect, and again because of funding limitations, only about 10 percent of the Indian people have had an opportunity to utilize the resources under Title IV in the four years that the program has been in existence.

With expiration of the law extended to 1978, the Council feels the Congress should keep its commitment by giving the law adequate funding to truly carry out the intent of the law as Congress has authorized.

On behalf of Indian children, Indian parents, and adults, we urge that the Senate reverse the House action so that adequate level of funding will be restored to all parts of Title IV.

* U. S. GOVERNMENT PRINTING OFFICE : 1977 241-055/2056